

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☒ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Thomas Jones

Official School Name: Willard Grizzell Middle School

School Mailing Address:
8705 Avery Road
Dublin, OH 43017-9511

County: Franklin State School Code Number*: 120212

Telephone: (614) 798-3569 Fax: (614) 761-6514

Web site/URL: www.dublinschools.net/grizzell E-mail: jones_thom@mail.dublin.k12.oh.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. David Axner

District Name: Dublin City School District Tel: (614) 764-5913

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Gwen Callender

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 12 | Elementary schools |
| 4 | Middle schools |
| | Junior high schools |
| 3 | High schools |
| | Other |
| 19 | TOTAL |

2. District Per Pupil Expenditure: 11731

Average State Per Pupil Expenditure: 9939

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

9 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	116	80	196
K			0	8	113	103	216
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	109	91	200				
TOTAL STUDENTS IN THE APPLYING SCHOOL							612

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 8 % Asian
 _____ 1 % Black or African American
 _____ % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 89 % White
 _____ 2 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1.	677
(5)	Total transferred students in row (3) divided by total students in row (4).	0.015
(6)	Amount in row (5) multiplied by 100.	1.477

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

French

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 7

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 60

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>4</u>	<u>1</u>
Total number	<u>44</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 24 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	96%	96%	96%
Daily teacher attendance	93%	94%	94%	94%	94%
Teacher turnover rate	13%	6%	11%	4%	9%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Grizzell Middle School opened in 1994 with a diverse staff in terms of age. Along with the advantages of this diversity, we have also seen a variety of health-related issues among our staff. Primarily, no fewer than 26 staff members have taken maternity leave since 2003. Two of those staff members were placed on long-term bed rest prior to their maternity leave. Additionally, we have had staff members who have endured knee replacements, ankle surgeries, shoulder surgeries, multiple incidents of cancer and two families affected by serious accidents. Additionally, we have staff members who have suffered complications from diabetes.

In addition to the illnesses, all staff members are given as a benefit, three personal days each year.

Additionally, in 2005, a redistricting plan was approved by the Dublin Board of Education. As a result of this redistricting, Grizzell Middle School's enrollment has steadily decreased over the past four years. This has resulted in teachers being moved from our school to other schools within the district.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Achieving Excellence and Equity across our district is the foundation for preparing Dublin students to thrive in a “flat world” (Friedman, 2005). The Dublin City School district is located just outside of Columbus, Ohio in the suburban area of Dublin, Ohio. Willard Grizzell Middle School is one of four middle schools in the district and houses approximately 600 of the district’s 3,000 sixth, seventh, and eighth grade students. Our students enter the sixth grade from elementary school and during their three years with us, they grow academically, socially, and emotionally. Our hope is that they exit as future ninth grade students, ready to take on the role and academic responsibilities expected at the high school level. Our goal is for all students to become productive members of their community, wherever they choose it to be.

Grizzell Middle School has maintained an Excellent rating based on the Ohio Department of Education indicators for the last five years. In the 2006-2007 school year, Grizzell Middle School became an Ohio School to Watch. This designation recognizes a small number of diverse, high-performing, growth-oriented middle grades schools who demonstrate what all middle grades schools are capable of achieving. Ohio Schools to Watch demonstrate academic excellence, developmental responsiveness, and social equity.

Our district’s belief statement is what we live by. “We believe that all students can and must learn at high levels of achievement. It is our job to create an environment in our classrooms that results in this high level of performance. We are confident that, with our support and help, students can master challenging academic material and we expect them to do so. We are prepared to work collaboratively with colleagues, students and parents to achieve this shared educational purpose.”

Using a teaming concept, our student population is divided into two heterogeneous teams at each grade level. Grizzell offers programming not only for the struggling student, but also for the gifted student and for all students in between. The Grizzell staff helps all students prepare for the challenges and choices they will have to make in their high school career and beyond. Students have the opportunity to enroll in challenging coursework in areas of interest and receive intervention in areas where they might struggle.

Students at Grizzell also grow emotionally and socially through humanitarian programs. Students in grades six through eight are encouraged to participate in Teen Institute, Celtic Connections, Principal’s Advisory Council, Assistant Principal’s Round Table, and our newest program, Grizzell’s Active Participants (GAP), just to name a few. Students take the lead in organizing Red Ribbon Week (a national drug and alcohol prevention program), and adopt a family campaigns and food drives throughout the school year. They also have an opportunity to voice their thoughts and ideas directly to the principal and assistant principal in a small group setting monthly. This year, our students have raised money for Autism Speaks, adopted two families during the holiday season, participated in a food drive for the Fruit of Vine Food Pantry, made 60 plus blankets for Project Linus, and are currently working with Principal Thom Jones organizing a Bowl-a-Thon for Juvenile Diabetes.

All members of the Grizzell community are integral parts of our students’ success. From the principal to the parents and everyone in between, the academic, social and emotional health and well being of every student we come into contact with, is the greatest priority. We are firm believers that what they learn inside the classroom is only a small part of what is needed to help guide students to be successful. Through teaming, teachers are able to get to know their students and the families those students come from. Working collaboratively with the parents, we offer all students the very best we have to give.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In conjunction with the Ohio Department of Education, Grizzell Middle School annually participates in Ohio Achievement Tests. The OAT's assess student understanding relative to the content standards in grades 3-8.

The OAT's were first implemented during the 2004-2005 school year, with seventh grade tested in math and eighth grade tested in reading and math. The following year reading and math OAT's were given to all students in grades 6-8. The final roll out occurred during the 2006-2007 school year, when writing was added to the seventh grade, and social studies and science were instituted at the eighth grade. In the state of Ohio, students' scores are placed in one of five levels relative to their understanding of the standards. The levels are limited, basic, proficient, accelerated and advance.

Grizzell Middle School's data in reading indicates that students are scoring at very high levels, with passage rates of 96% or higher each year at all grade levels. Breaking down the subgroups, our Asian/Pacific Islander students are outperforming the school wide average often scoring 100% at some grade levels. Students with disabilities have consistently scored above the Adequate Yearly Progress (AYP) cut score as an entire subgroup. However, in analyzing the scores and drilling this down to individual students, it has been determined that additional reading intervention is needed. In response to this, we have built in a scientifically based reading intervention class at each grade level for our students who need this. The class is in addition to their regular language arts class. We then progress monitor with these students every two weeks.

While there is a disparity between the students with disabilities subgroup and non-disabled students, we have seen that these students are making overall value added gains, with the building having a 6.7 mean NCE value added gain in 2007-2008. This indicates and validates that our interventions have had a positive impact on student growth. However, as mentioned earlier, we strive for success for all students.

In the area of math, Grizzell students also score very high with no disparities among grade levels. In tracking our 2007-2008 8th grade students their scores increased from 94% in the 6th grade, to 95% as 7th grade, and 96% in the 8th grade. In addition, the number of students scoring in the advanced range has increased each year with more than 70% building wide scoring in this range.

Our students with disabilities subgroup has also shown progress in math, scoring 14% above the building wide math AYP target set by the state of Ohio. With this subgroup, at the 6th grade, 81% passed, outscoring the state average for all students by 2%. The 7th grade students with disabilities subgroup had a 72% passage rate, which was 4% above the state average for all students. The eighth grade students with disabilities subgroup also had a 14% increase in the students who scored advanced.

Value added data in the area of math yielded an overall positive 9.0 mean NCE gain, which was a 6.0 increase from the previous year. This gain is very significant and supports the teaching and learning that is taking place within our school.

Grizzell Middle School was one of 13 schools from Ohio, and the only middle school, nominated by the Ohio Department of Education for a 2009 No Child Left Behind – Blue Ribbon Award due to the fact that our OAT scores are in the top 10% in the state and we consistently meet and exceed the AYP target goals. This is something that we are very proud of, yet we will continue to strive to ensure that ALL of our students are growing as learners each and every year.

2. Using Assessment Results:

Assessment data impacts many decisions we make at Grizzell Middle School. OAT item analysis results are reviewed prior to each school year so teachers can make the necessary adjustments to their curriculum. Individual student results are also used on a regular basis by school staff members to assist parents and students in selecting the appropriate courses for the following year. In the area of math, student OAT results are used to place students in focused accelerated math classes, with 41 students taking above grade level math during the 2007-2008 school year. Ninety-eight percent of the students who participated in the accelerated math classes scored in the advanced level on the OAT. The results indicate that the differentiation that these students are receiving is beneficial to them as learners.

Formative assessments, modeled after the OAT's are given at each grade level in every subject area to inform teachers of their teaching and student learning. Using job embedded professional development; teachers develop these assessments with their colleagues. The results are analyzed and teachers use this information to guide them in future teaching, providing necessary corrective instruction/intervention for students who do not achieve mastery, and also enrich the students who are above mastery. Ultimately, we are able to keep an individual portfolio of achievement for each student.

As a part of our professional learning communities, teachers sit down with fellow teachers to discuss all classroom assessments on a regular basis. They collaborate both on what is going well and what they need to work on. Best practices shared are replicated to best meet the needs of the students.

3. Communicating Assessment Results:

Once student OAT results are given to the school in July, individual student reports are immediately mailed to parents. The reports explain where their child is relative to the standards, even breaking this down to each individual grade level indicator. Parents are able to view this in both narrative and graph form. They are also able to see where their child is in relation to other students around the state.

Celebrating student success is something that is very important within the Grizzell community. At the beginning of each year parents are invited in for curriculum nights. The evening starts with a packed gymnasium where grade level and building OAT scores are acknowledged and celebrated. Explanations are also given on what the OAT's assess, and awareness and understanding is built among parents and community.

In December of each year, individual achievement goals are set for each student based on previous OAT results and current classroom progress. Students are active participants in this process knowing where they were (previous year's results) and where they want to go. Students, in conjunction with the teacher and parents, then set action plans to assist them in achieving their goal.

On a regular basis, students and parents are able to monitor classroom progress through our online grading program, ProgressBook. Immediate feedback is given to parents on homework, tests, quizzes, projects, etc. In addition to grades, teachers are able to put individual comments about students to better inform parents on each student's strengths and weaknesses.

Grizzell staff meets monthly with our PTO where student achievement is a regular topic of conversation. This helps initiate additional communications with parents through newsletters and e-mails.

Our Superintendent, through bimonthly Dublin Board of Education meetings, regularly updates the community on student achievement. Newspapers and other media regularly attend these meetings to share this

data with community members.

4. Sharing Success:

There are three other middle schools within the Dublin City School district and administrators and teachers meet and collaborate on a regular basis. These meetings provide many opportunities to collaborate and share successes within each school. Current research is also shared in addition to future planning on what is best for all kids.

Grizzell Middle School hosts school visits on a regular basis. Staff members are always willing to sit down with fellow middle level educators from around the state to share the best practices that are positively impacting student achievement.

The Ohio Middle School Association offers many workshops and conferences in which staff members at Grizzell participate. Staff members have also presented at the annual conference held in February of each year.

The Ohio Department of Education has selected Grizzell Middle School to be one of their feature middle schools in a Schools to Watch video that is currently being developed. This video will focus on some of the exemplary practices that Grizzell staff has implemented, that can be replicated in any middle level school, and will be shared with all middle level schools across the state of Ohio.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Willard Grizzell Middle School's curriculum is based on the Ohio State Standards. During the 2006-2007 school year, teachers from the Dublin City School district examined the Ohio State Standards and developed learning targets that "translate standards into a set of rational, relevant and above all focused expectations" (DuFour, *On Common Ground*, 46). The Learning Targets provide ownership of the standards for teachers and students and make them more easily understandable. These Learning Targets provide the focus for daily classroom instruction. Council representatives for each content area, in collaboration with a district administrator, meet regularly. The purpose of these meetings is curriculum development and evaluation, including textbook and materials adoption; providing a smooth transition for students and ensuring similar materials are available at all grade levels to support continuity. Dublin City Schools has structured its schedule to ensure ample opportunity for Professional Learning Communities to engage in horizontal articulation. Professional Learning Communities are both building based and district based. Professional Learning Communities develop units, share ideas and reflect upon and analyze data. Our goal is excellence and equity for all students, ensuring that all students can and must learn at high levels of achievement.

Mathematics: A spiraling of number, number sense and operations; measurement; geometry and spatial sense; patterns, functions and algebra; data analysis and probability are taught through deductive reasoning, problem solving, representation and reasoning.

Science: Focusing heavily on Scientific Inquiry, exploration, discovery, and problem solving skills are utilized in the strands of Earth and Space Sciences, Life Sciences, Physical Sciences, Science and Technology, and Scientific Ways of Knowing.

Social Studies: Students learn that historic events are shaped by geography, culture, economic conditions, governmental decisions and citizen action. Sixth grade focus is Regions and People of the World, seventh grade focus is Ancient Civilizations through the first Global Age, and eighth grade focus is US Studies from colonization through Reconstruction. Simulations, virtual experiences and a trip to Washington, DC aid in instruction.

Language Arts: A scaffolding of reading, writing, speaking, listening, word study, conventions and research skills are taught through a workshop model.

Foreign Language: French, Spanish, and Chinese are part of the eighth grade experience for which high school credit can be earned. This experience centers on communication, culture, connections, comparisons and communities. Students learn to speak, write, read and understand the language while developing an appreciation of new culture preparing them for a global world.

Art: In this hands-on class, students develop and refine skills in drawing, painting, print-making and ceramics. Students apply the underlining elements and principles of design while creating original artwork in these areas with emphasis placed on problem solving, creative thinking, self expression and craftsmanship.

Technology Exploration: Students work in teams to explore computer technologies and the design process through use of a variety of tools and hands-on experiences. Students investigate related topics and share their findings through presentations and portfolios.

Health/Physical Education: Positive choices in regards to character, abusive substances, and safe practices, as well as an awareness of one's strengths and weaknesses, support developing patterns of personal behavior that ensure a healthy living style.

Music: Students interpret and perform vocally and instrumentally through choir, band, and orchestra while increasing their ability to read musical notation. Music history and theory are taught through the use of music samples and exercises. Music from various cultures is performed.

Cognitive Education: Students in grades six and seven who have been identified as gifted in the cognitive domain are invited to participate in a trimester of cognitive education. Thinking skills lessons, career exploration, problem solving activities social, emotion support and "time together" are components of this class.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

Learning Targets fashioned from the Ohio State Standards ensure that concepts are fluent across grade levels and understood by teachers, students and parents. A Dublin City Schools Learning Teaching Framework K-12 provides the basis of the Language Arts curriculum by focusing on Assessment to Inform Instruction, Learning Communities, Apprenticeship, Integration and Resources. Short Cycle Assessments (formative assessments) that mimic the Ohio Achievement Tests are given periodically to assess student understanding of concepts. If a student does not exhibit mastery of a concept, reteaching and intervention are provided to support and enhance student learning. Students who exhibit mastery of concepts are provided enrichment opportunities. Learning Targets are revisited in various ways to ensure mastery of concepts by all students.

Student reading levels are assessed in the fall and spring of each year using the Developmental Reading Assessment. The fall assessment guides instruction for reading development for all students. The spring assessment measures growth gained throughout the year. Students who read below grade level on the DRA receive interventions throughout the year to help improve their reading ability. Students who score limited or basic on the OAT have the opportunity to join a Reading Intervention class that focuses on reading process and application.

A reading/writing workshop is the focus of the Language Arts curriculum integrating reading, writing, speaking, listening, word study, research skills and technological literacy. Students are given opportunities to grow their literary skills through independent choice reading with teacher guidance. Students are encouraged to set goals for their reading and reflect on their choices of genre selections and text difficulty. At the middle school level students create and publish various forms of written text including expository essays, literary analyses, persuasive essays and creative writings. The 6+1 Traits of Writing are used to guide instruction, focusing equally on ideas, organization, sentence fluency, word choice, voice, conventions and presentation.

Reading and writing instruction occurs not only in the language arts classroom, but across all core content areas and through the use of multimedia. The focus is on creating life-long learners through the exposure to literacy in all of its forms. Our integrated approach to language learning is both interactive and engaging with real life application.

3. Additional Curriculum Area:

Grizzell Middle School's mission states, "all students can and must learn at high levels of achievement." In living our mission in the 21st century, we strongly believe that technology plays a key role in this. The only way to reach all kids and have them achieve at high levels in the world we live in today is to embed technology into all aspects of education. At Grizzell Middle School the technology curriculum plays a key role in all classrooms. Different learning styles are accommodated by the technology, improving the chances of retention by all students regardless of the subject area. Our teachers utilize 21st century literacy skills in their classrooms as they teach on a daily basis.

Science Technology Engineering and Math (STEM) initiatives also are utilized and implemented to ensure that our students are competitive in today's world. Classroom teachers use Google Docs and other available technology communication avenues to assist students. Interactive whiteboards help make lessons memorable because students are more engaged and motivated in classes. The technology motivates our teachers to incorporate and develop more digital and interactive resources into their lessons. The end result is that student learning increases which is proven based on our achievement data. Interactive whiteboards help make lessons memorable because students are more engaged and motivated in class.

In addition to all of our classes incorporating the technology curriculum a separate technology class is offered to students in grades 6-8. Here students are exposed to the latest technology and create technology projects and portfolios that are unparalleled at most middle level schools.

4. Instructional Methods:

Believing in current research on mastery learning, the Grizzell community is prepared to respond to individualized student needs and differentiate the curriculum to ensure success for all students. Learning Targets, which guide instruction, have built within them "I Can" statements developed to help students monitor their own learning and growth toward mastery. Classroom teachers employ a continuum of instructional strategies to aid them in enrichment and intervention for all students. Student Success Teams, consisting of content area teachers, administrators and guidance counselors, meet biweekly to analyze data, address educational concerns and track student progress. Teachers, students and parents utilize ProgressBook, an online grade reporting system, to track student academic achievement. Students have access to online and textbooks support, as well as study sessions with staff, to assist them in the ongoing pursuit of educational excellence.

Several methodologies are used to actively engage student learning. Topping this list are the following: inquiry-researched based lessons, hands-on activities, tiered lessons and resources, scaffolding, student choice and interest, re-teaching, spiraling, and discussion. An inclusion model allows for collaboration and co-teaching efforts with special educators and intervention specialists to meet student needs. Multimedia and integrated technologies such as computer, pod-casts, web-based interactive learning, interactive whiteboards and assistive technology for special education students are used daily.

Incorporating real world, life applications of thinking and questioning techniques assures that students are accessing, participating, and being assessed in an educational environment which promotes the highest possible standards for all, and prepares students for life-long learning as critical thinkers, better problem solvers and self directed learners.

5. Professional Development:

Professional staff development plays a necessary and vital role in preparing teachers to be leaders in their fields. Since the goals of professional development are to increase student achievement and instill life long learning for the professional staff, Grizzell offers yearly and varied opportunities for professional development.

For example, a Dublin Leadership Academy allows staff to utilize data analysis to reflect on the school's progress and growth and prepare for the upcoming year. Grizzell commits itself to bring forth, current state-of-the-art research based in-service programs for professional development. Mastery learning, short cycle assessment, workshop opportunities such as the Ohio Middle School Association conference, and a study of current literature including the works of Collins, DuFour, Guskey and Wormeli are at the core. In addition, professional learning communities, at both the building and district level, allow staff to collaborate, reflect, critique and grow to ensure student mastery of state standards. Implementation of interactive whiteboards as a learning tool for student success demonstrates the Grizzell staff's commitment to stay current with technological advancement. These professional offerings enhance teacher knowledge to be more adept in questioning techniques, delivery strategies and assessing student learning on a daily basis.

The impact of professional development on student learning at Grizzell is evidenced by students' continuous growth and improvement. Student scores on the Ohio Achievement Tests consistently show adequate yearly progress. More than half the student body has earned Honor Roll, receiving grade points of 3.5 or higher. The Grizzell staff strives to integrate traditional and modern instructional strategies in order to produce self sufficient and independent thinkers prepared for life long learning.

6. School Leadership:

Principal Thom Jones and Assistant Principal Shana Murray lead by example at Willard Grizzell Middle School. Both of these administrators have experience in other buildings/districts, but are in their first year at Grizzell. Within the first days of school, high expectations were communicated to all students, staff and parents with regard to academics, behavior, dress code, effort and attitude. All have been encouraged to incorporate into their daily lives the six pillars of character: respect, responsibility, citizenship, caring, trustworthiness and fairness. This has had an immediate impact on everyone involved with our school, creating a culture of enthusiastic learning, student self-discipline, an involved and supportive parent organization, and a staff with a renewed sense of energy and purpose for educating kids.

These positive attributes have come about through their unwavering dedication and passion for their jobs, and outstanding communication with students, parents and staff. Mr. Jones meets regularly with each of these groups: in team meetings, teacher principal advisory meetings, student advisory meetings and PTO meetings. Everyone is encouraged to bring and share their ideas for improving our school. No topic is off limits and all ideas are received with an open mind.

Additionally, Mr. Jones corresponds with parents and staff via email weekly, providing them with details such as upcoming dates for events, activities and programs. He also uses this communication tool to address situations that might be of concern to parents, such as building safety and security, and standardized testing. The weekly newsletter is also used to announce favorite projects such a new program, call GAP (Grizzell's Active Participants) that encourages and rewards student participation in community service projects.

These administrators have been extremely successful in immediately impacting everyone involved with Grizzell Middle School and are respected, admired and appreciated by their staff, students and their parents.

PART VI - PRIVATE SCHOOL ADDENDUM

This section is for private schools only

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Ohio Achievement Test

Edition/Publication Year: 2007-08

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	96	94	94	85	89
Advanced/Accelerated	71	76	68	26	19
Number of students tested	171	209	273	285	262
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	5	4	0	0	0
Percent of students alternatively assessed	3	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient	100	100	100	100	94
Advanced/Accelerated	92	83	57	65	53
Number of students tested	12	18	23	17	17
3. (specify subgroup): Students with Disabilities					
Proficient	81	76	57	50	31
Advanced/Accelerated	62	59	24	8	0
Number of students tested	21	17	21	26	16
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

See part IV, Section I.

Subject: Reading

Grade: 6

Test: Ohio Achievement Test

Edition/Publication Year: 2007-08

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	97	99	98	93	84
Advanced/Accelerated	63	67	68	61	45
Number of students tested	189	209	273	28	262
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	5	4	0	0	0
Percent of students alternatively assessed	3	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient	100	100	100	100	100
Advanced/Accelerated	100	94	87	88	59
Number of students tested	12	18	23	88	59
3. (specify subgroup): Students with Disabilities					
Proficient	81	76	57	58	44
Advanced/Accelerated	62	59	24	15	25
Number of students tested	21	17	21	26	16
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students participated in the Ohio Proficiency Tests in 2003-04 and 2004-05 school years, data above reflects that information. See Part IV, Section 1.

Subject: Mathematics

Grade: 7 Test: Ohio Achievement Test

Edition/Publication Year: 2007-08

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	
SCHOOL SCORES					
Proficient	95	95	91	92	0
Advanced/Accelerated	76	51	51	56	0
Number of students tested	215	271	295	285	0
Percent of total students tested	99	99	99	99	0
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient	100	100	100	88	
Advanced/Accelerated	100	88	89	76	
Number of students tested	1	24	18	17	
3. (specify subgroup): Students with Disabilities					
Proficient	72	56	39	50	0
Advanced/Accelerated	44	13	22	6	0
Number of students tested	18	16	23	18	0
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

See Part IV, Section I.

Subject: Reading
Edition/Publication Year: 2007-08

Grade: 7 Test: Ohio Achievement Test
Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar		
SCHOOL SCORES					
Proficient	98	96	98	0	0
Advanced/Accelerated	77	66	73	0	0
Number of students tested	208	271	295	0	0
Percent of total students tested	99	99	99	0	0
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient	100	100	100	0	0
Advanced/Accelerated	83	83	89	0	0
Number of students tested	18	24	18	0	0
3. (specify subgroup): Students with Disabilities					
Proficient	84	69	78	0	0
Advanced/Accelerated	53	13	26	0	0
Number of students tested	19	16	23	0	0
4. (specify subgroup):					
% Proficient plus % Advanced	0	0	0	0	0
% Proficient plus % Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes:

See part 4, section 1.

Subject: Mathematics
Edition/Publication Year: 2007-08

Grade: 8 Test: Ohio Achievement Test
Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	
SCHOOL SCORES					
Proficient	96	89	95	90	
Advanced/Accelerated	76	47	61	53	
Number of students tested	273	300	289	327	
Percent of total students tested	99	99	99	99	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient	100	100	100	95	
Advanced/Accelerated	93	79	88	79	
Number of students tested	28	19	16	19	
3. (specify subgroup): Students with Disabilities					
Proficient	67	58	53	65	
Advanced/Accelerated	27	13	12	26	
Number of students tested	15	24	17	31	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

See part 4, Section I.

Subject: Reading
Edition/Publication Year: 2007-08

Grade: 8 Test: Ohio Achievement Test
Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	
SCHOOL SCORES					
Proficient	96	98	98	98	0
Advanced/Accelerated	79	71	80	78	0
Number of students tested	273	300	290	328	0
Percent of total students tested	99	99	99	99	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient	96	100	100	95	0
Advanced/Accelerated	91	89	100	79	0
Number of students tested	23	19	16	19	0
3. (specify subgroup): Students with Disabilities					
Proficient	60	83	65	90	0
Advanced/Accelerated	33	17	29	48	0
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

See Part IV, Section 1.

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